

# 2024 Annual Report to the School Community

School Name: Meadow Heights Primary School (5227)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 02 April 2025 at 11:15 AM by Jacqueline Lucas (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 April 2025 at 07:55 AM by Jacqueline Lucas (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

At Meadow Heights Primary School (MHPS) we believe in providing a secure learning environment that inspires and challenges students to reach their full potential. We aim to enable students to grow as responsible and respectful individuals who strive for excellence, take pride in all they do to make a positive contribution to the community. Our values of pride, respect, responsibility and excellence are in line with our vision. Our mantra is “Achieving the potential of all learners”.

Situated within Hume-Merri-bek network in the North-Western Victorian region, Meadow Heights Primary is located 4 kilometres north of Broadmeadows Melbourne and approximately 27 kilometres from the Melbourne Central Business District. The school was founded in 1991. Situated on over three hectares, the school grounds feature several designated grass play areas; two basketball courts; a large, open courtyard and covered age-appropriate playground areas. The school is equipped with a modern Early Learning Centre. There is a Performing Arts Room, Visual Arts Room, Library, Gymnasium, Media Centre and fully furnished and equipped Community Hub.

In 2024, the school had 30.8 equivalent full-time staff: 3.0 principal class, 35 teachers and 33 Non-teaching Support Staff. The school had an enrolment of 385 students, 47% female and 53% males. The school services a multicultural community which adds cultural capital to the school. 269 (70%) students speak a language other than English at home. There are 31 students who are refugees (8%) and 177 who have a disability. 4% of our students (17) have an indigenous background. While 22 different linguistic backgrounds are represented, the top three languages spoken at home are Arabic, Turkish and Assyrian. 70% of our students are eligible for EAL funding.

The school has had and increasing number of students from disadvantaged backgrounds with a high Student Family Occupation and Education (SFOE) Index level of 0.59 in 2024. 53% of our students are Equity funded. During 2024, the school continued to collaborate in a successful partnership with the Differentiated Support for School Improvement (DSSI) initiative to build teachers' and leaders' capacity to meet AIP goals. For 2024, the school focused on the Department priority to continue to focus on student learning - with an increased focus on numeracy - and student wellbeing. The school provides an approved curriculum framework differentiated to meet student needs and a wellbeing program supported by a Wellbeing AP (.6), Disability Inclusion AP (.4), Inclusion Support leader, Speech Pathologist and a Community HUB.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

During 2024, teachers continued to plan collaboratively in English and Maths using the relevant Guaranteed and Viable Curriculum (GVC). This is the third year of full English GVC and the second year of full Maths GVC. Instructional Leaders led collaborative planning and met weekly with the Assistant Principal of Teaching and Learning. Specific areas of the Reading instructional model continued to be a whole school focus, specifically Student Purposeful Practice time. The Literacy leading teacher worked with specific teams on a termly basis. This work was around using data to ensure activities matched the needs of individual students.

Our NAPLAN reading data showed that 54% of our Year 5 students were given strong or exceeding levels in reading. This was higher than our Year 3 data who had 30% in strong or exceeding for reading. NAPLAN data also showed that we had less students being reported as Needing Additional support in Reading with only 19% in Year 5 and 24% in Year 3.

A highlight of 2024 was our continued work on our Maths GVC. The Maths Learning Specialist and Assistant Principal of Teaching and Learning continued to work with our Differentiated Support for School Improvement (DSSI) leadership partners to co-create Maths unit plans. Teaching teams were released with members of leadership and DSSI to co-create units of work that match the Maths GVC. Teams then used collaborative planning time to plan independent activities for each lesson. Each unit went for 25 lessons including RICH tasks and pre/post assessment. These units were then taught in classes. Teams gave feedback and reflected on the units.

Our NAPLAN maths data showed that 37% of our Year 5 students were given strong or exceeding levels in maths. This was higher than our Year 3 data. NAPLAN data also showed that we decreased the amount of students requiring additional support in Maths with only 20% in Year 5 and 26% in Year 3.

### Wellbeing

74% of students in grades 4 to 6 indicated a sense of connectedness to the school and 87% felt a sense of inclusion. Results were at or above the Network average.

The START UP program and SHARE were revised and implemented by teams to explicitly teach social skills and strengthen relationships. The school launched its Respect characters to focus on this value, as a need identified through Attitudes to School data across the region. The use of SHARE awards and raffle tickets reinforced positive behaviours based on the school's values.

Student check-ins were a regular part of the school routine to ensure wellbeing issues were addressed. The Wellbeing team worked with staff and families to support those considered at risk and referred families to the Region's SSSO's, the HUB and external agencies. The HUB Breakfast Club and parent programs provided support for students and families.

Food packs were provided to parents as required and State School's Relief ensured families in need were able to access school uniforms. HUB support extended to student counselling one day each week. Our Mental Health and Wellbeing Leader, increased staff understanding of mental health literacies and functional behaviour, through professional learning and worked with teachers and Education Support staff as part of the MHiPS initiative, modelling best practice. The percentage of positive responses around the management of bullying was 69%, 3% below the Network.

NCESE worked with grade 5/6 staff to deliver parent/student sessions on Cyber safety. The wellbeing team focused on support for students with less than 50% attendance and Student Support Group meetings were held on a termly basis or as required for students at risk.

Professional Learning, Learning Walks and observations focused on Effective Teaching and Learning Strategies as part of School Wide Positive Behaviour. The school applied for recognition of SWPBS implementation, aiming for a Gold Award. Our student behaviour matrix was reviewed by parents and school values were reinforced at assemblies and via the newsletter. The wellbeing of staff and students was a key focus throughout the year.

## Engagement

During 2024, Meadow Heights Primary School continued to strive to promote student engagement through providing an inclusive curriculum and school environment. School attendance data continued to show positive improvement, with an average attendance rate of 86% (up from 83% in 2022 and 85% in 2023). The number of students with greater than 95% attendance for the year was also improved, growing from 68 students (17%) in 2023 to 88 students (21%) in 2024. This does, however, still sit slightly under the network average of 24%. The school continued to invest in supporting school attendance for all by employing an Attendance Liaison Officer to make daily phone calls to families for unexplained absences and through implementing a case-management approach for at-risk students at weekly Student Learning and Wellbeing Team meetings. Through this team, we were able to enlist the support of Foundation House in implementing a 6-week school engagement program that engaged with both students and their families to overcome barriers to school attendance. This program was supported by our Community HUB Leader and was attended by between 6-8 families. Student Support Group meetings (SSGs) were also held for students with critical attendance levels, with the family, School Attendance Leader and regional support staff collaborating to ensure the best learning and wellbeing outcomes for all.

During 2024, the school also began preparing for the transition to Disability Inclusion, with the Inclusion Leader and Precision Teaching Leader leading a team of teachers across the school to audit and develop rigorous documentation of adjustments in our Teaching and Learning planners. This preparation also included professional learning undertaken by the Student Learning & Wellbeing Team, which was then fed back through to all teaching staff members in a series of whole school forums.

A further highlight of 2024 was the beginning of the development of processes and structures to increase student agency through goal-setting in reading. All teaching staff conducted 3x individual conferences per week and banks of reading goals were drafted for refinement in 2025.

## Other highlights from the school year

In 2024 we had a whole school concert where all grades performed a dance routine to songs from movies. The cultural dance group, MHPS band and junior percussion group all performed items as well. The MHPS band and percussion group were supported by our Music in Schools partnership.

We achieved a Silver award for SWPB and have submitted for Gold award in 2025. This was a reflection of all the effort of the entire school community in adopting and living our school values.

Our partnership with NCESE saw them support our senior school students with online issues including bullying, tech hygiene and social media. We also offered sessions to support our families to understand the online world and technology students access.

We continued to have a strong incursion & excursion involvement offering a wide range of experiences to students. This included excursions to the MCG, MoPA, Aquarium and the Melbourne Zoo. Students also participated in incursions such as Parliament house, Student CPR and Fire education.

## Financial performance

The financial result for the year 2024 indicates a deficit of \$110,566. The school had planned for this shortfall by utilising surpluses from previous years. Notably, the resulting deficit represents only 2% of Total Operating Revenue for the year and is less than 18% of the budgeted amount. The additional expenditure beyond the Total Operating Revenue was allocated to enhance staff support (Learning Leaders, Education Support) aimed at bolstering program delivery.

The School Council and Finance Subcommittee remain vigilant in their duty to develop an appropriate annual budget, ensuring all expenditures align with identified school priorities. These priorities are articulated within the School's Strategic Plan and Annual Program Budgets. All spending was conducted in accordance with the School Council approved yearly budget, adhering to robust internal control procedures. The school's detailed program budget reflects the needs and priorities of initiatives designed to maximize student learning opportunities and outcomes.

Equity (Social Disadvantage) funding was allocated to SSP/AIP initiatives to ensure continuous access to devices (P-2 iPads; 3 to 6 computers), and to enhance literacy, numeracy, student well-being, and engagement. This included a cash-to-credit allocation to facilitate an increased allocation of staff (Learning Leaders, Education Support) to support program delivery, reduction of class sizes, provision of intensive professional learning, and resourcing of current initiatives. Additional grants were provided by Community Hubs Australia and the Hume Council to support the ongoing operation of our Community HUB program, which is expected to continue for several more years.

The school had budgeted for a deficit using previous years surpluses held. The additional spending over the Total Operating Revenue was for additional staff support (Learning Leaders, Education Support) to support the delivery of programs. The school, through the School Council & Finance Sub Committee, is mindful of its responsibility in delivering an appropriate annual budget with all expenditure reflecting identified school priorities. These priorities are highlighted within the School's Strategic Plan & Annual Program Budgets and priorities. Expenditure was carried out in line with the School Council approved yearly budget & sound internal control procedures. The

school's detailed program budget reflects the needs & priorities of programs designed to maximize student learning opportunities and outcomes. The Equity (Social Disadvantage) funding was allocated to SSP/AIP initiatives to provide continue access to devices (P-2 iPads; 3 to 6 computers); to improve literacy, numeracy and student well-being and engagement, cash to credit allocation for increased allocation of staff (Learning Leaders, Education Support) to support the delivery of programs, reduced class sizes, provision of intensive professional learning and resourcing of current initiatives. Additional grants were provided by Community Hubs Australia and Hume Council to support the running of our Community HUB which are expected to continue for a few more years.

**For more detailed information regarding our school please visit our website at  
<https://www.meadowheightsps.vic.edu.au/>**



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

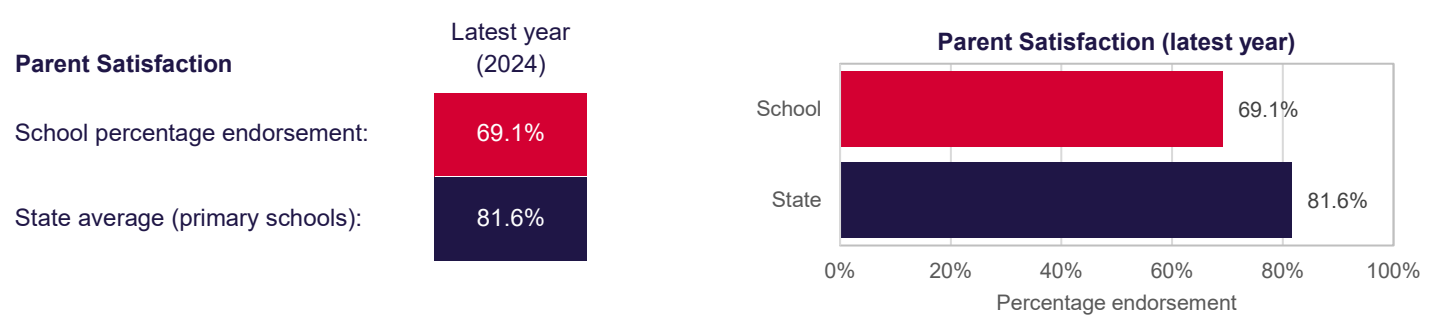
A total of 380 students were enrolled at this school in 2024, 182 female and 198 male.  
70 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).  
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.  
This school's SFOE band value is: **High**

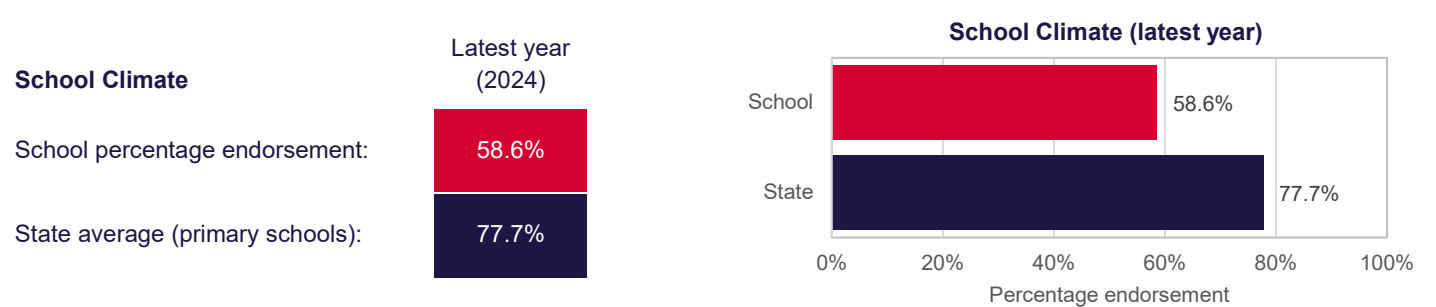
### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.  
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.  
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.  
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



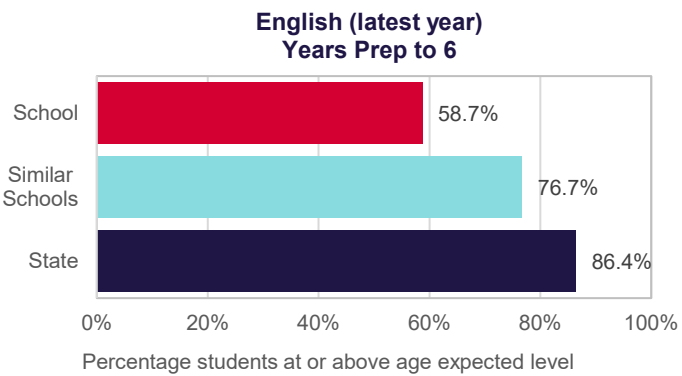
LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

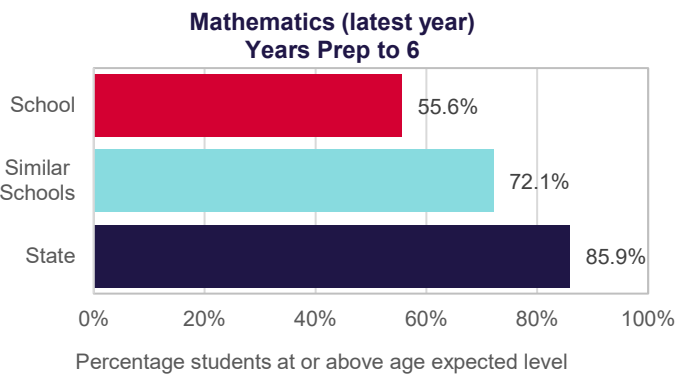
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

| English<br>Years Prep to 6                                        | Latest year<br>(2024) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 58.7%                 |
| Similar Schools average:                                          | 76.7%                 |
| State average:                                                    | 86.4%                 |



| Mathematics<br>Years Prep to 6                                    | Latest year<br>(2024) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 55.6%                 |
| Similar Schools average:                                          | 72.1%                 |
| State average:                                                    | 85.9%                 |



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

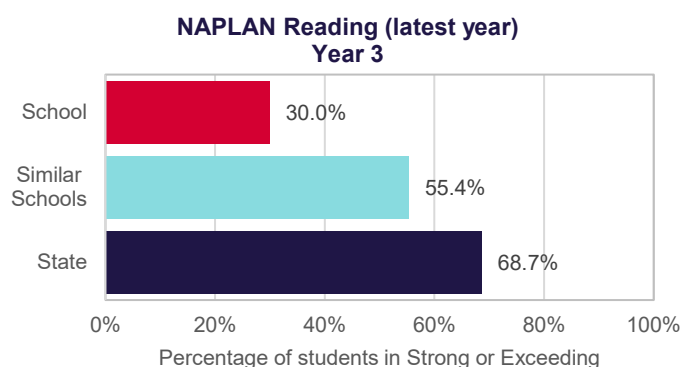
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

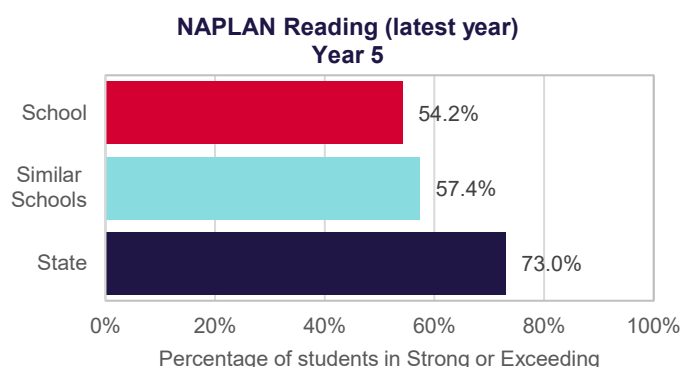
#### Reading Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 30.0%                 | 36.0%             |
| Similar Schools average:                              | 55.4%                 | 53.7%             |
| State average:                                        | 68.7%                 | 69.2%             |



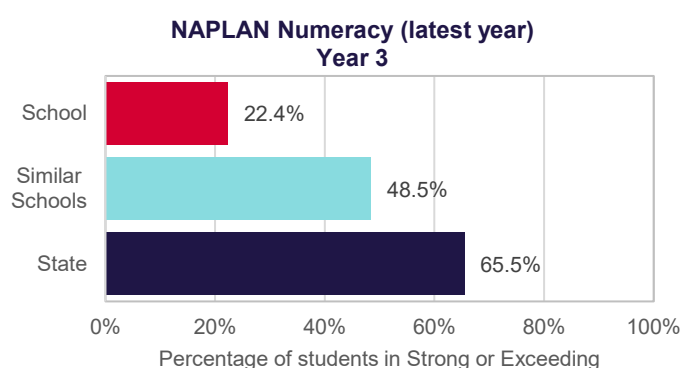
#### Reading Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 54.2%                 | 52.9%             |
| Similar Schools average:                              | 57.4%                 | 60.4%             |
| State average:                                        | 73.0%                 | 75.0%             |



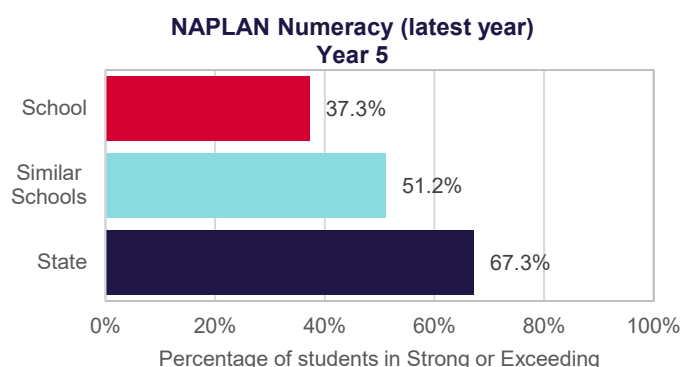
#### Numeracy Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 22.4%                 | 34.0%             |
| Similar Schools average:                              | 48.5%                 | 47.2%             |
| State average:                                        | 65.5%                 | 66.4%             |



#### Numeracy Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 37.3%                 | 35.0%             |
| Similar Schools average:                              | 51.2%                 | 52.2%             |
| State average:                                        | 67.3%                 | 67.6%             |



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

49.2%

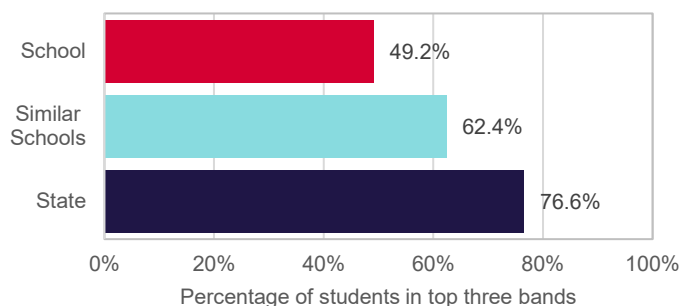
Similar Schools average:

62.4%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

48.7%

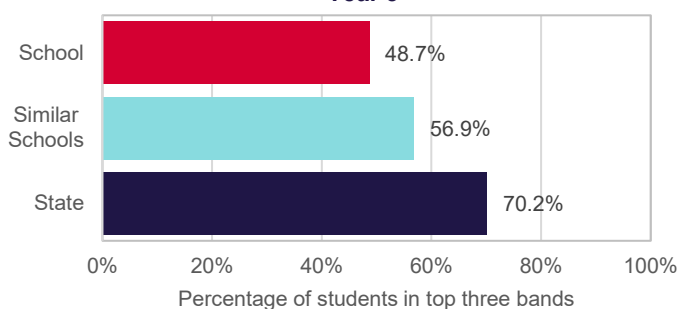
Similar Schools average:

56.9%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

23.3%

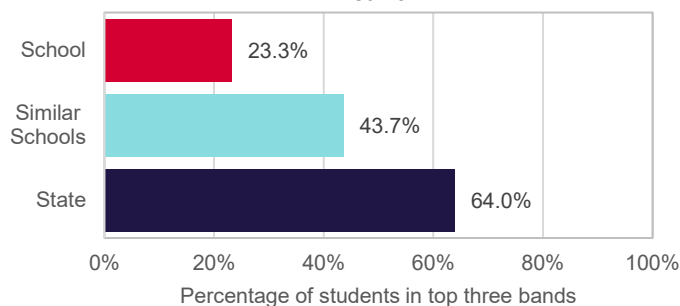
Similar Schools average:

43.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

17.9%

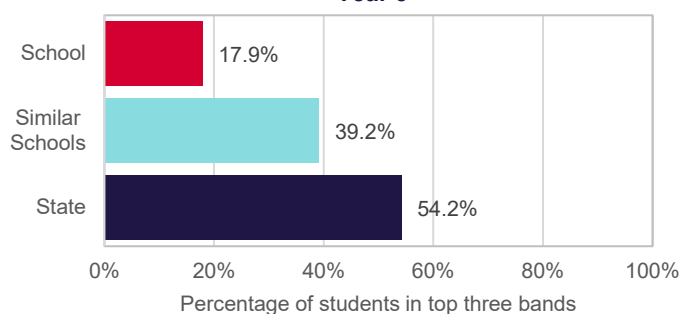
Similar Schools average:

39.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

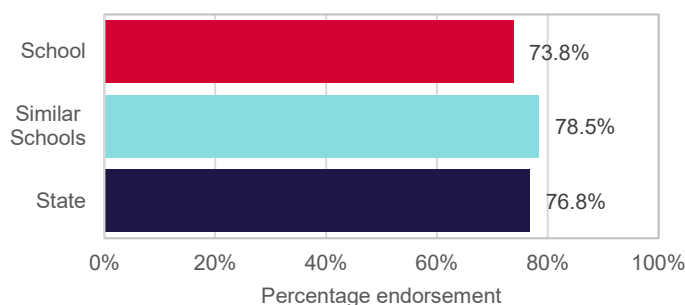
### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

|                                | Latest year<br>(2024) | 4-year<br>average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 73.8%                 | 74.8%             |
| Similar Schools average:       | 78.5%                 | 80.3%             |
| State average:                 | 76.8%                 | 77.9%             |

#### Sense of Connectedness (latest year) Years 4 to 6



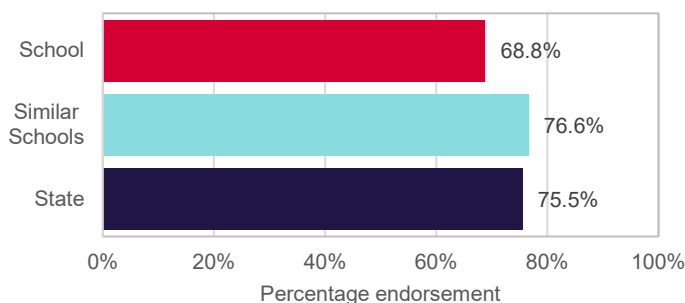
### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

|                                | Latest year<br>(2024) | 4-year<br>average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 68.8%                 | 70.9%             |
| Similar Schools average:       | 76.6%                 | 78.0%             |
| State average:                 | 75.5%                 | 76.3%             |

#### Management of Bullying (latest year) Years 4 to 6

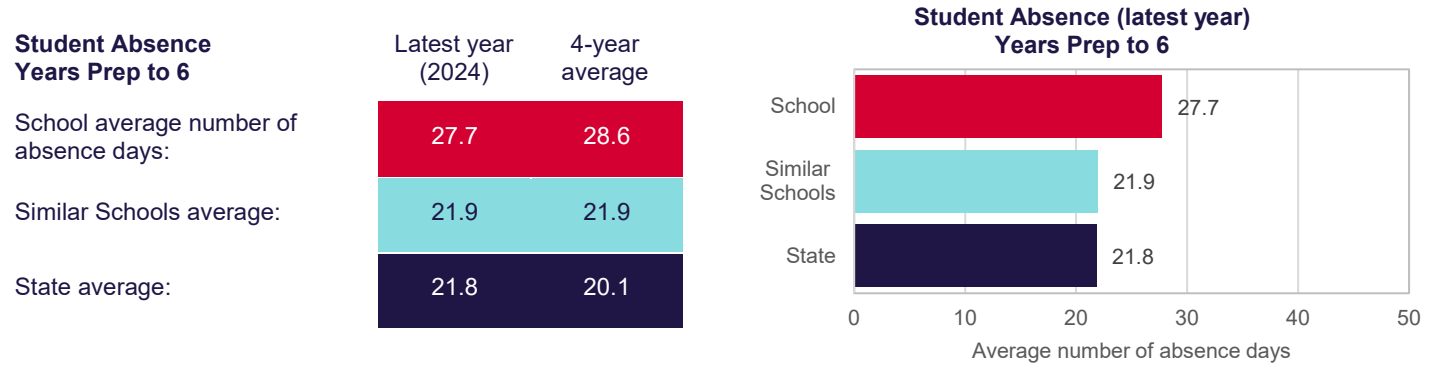


ENGAGEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

|                                          | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level<br>(2024): | 87%  | 83%    | 87%    | 85%    | 86%    | 88%    | 87%    |

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$5,760,489        |
| Government Provided DET Grants | \$598,676          |
| Government Grants Commonwealth | \$38,050           |
| Government Grants State        | \$0                |
| Revenue Other                  | \$85,693           |
| Locally Raised Funds           | \$63,925           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$6,546,832</b> |

| Equity <sup>1</sup>                                 | Actual             |
|-----------------------------------------------------|--------------------|
| Equity (Social Disadvantage)                        | \$1,001,624        |
| Equity (Catch Up)                                   | \$0                |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0                |
| <b>Equity Total</b>                                 | <b>\$1,001,624</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$5,675,427        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$11,129           |
| Camps/Excursions/Activities           | \$85,587           |
| Communication Costs                   | \$7,010            |
| Consumables                           | \$112,094          |
| Miscellaneous Expense <sup>3</sup>    | \$10,393           |
| Professional Development              | \$13,700           |
| Equipment/Maintenance/Hire            | \$132,623          |
| Property Services                     | \$109,611          |
| Salaries & Allowances <sup>4</sup>    | \$176,756          |
| Support Services                      | \$261,758          |
| Trading & Fundraising                 | \$8,369            |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$52,940           |
| <b>Total Operating Expenditure</b>    | <b>\$6,657,398</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$110,566)</b> |
| <b>Asset Acquisitions</b>             | <b>\$31,396</b>    |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$653,174        |
| Official Account              | \$120,273        |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$773,446</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$164,232        |
| Other Recurrent Expenditure                 | \$7,778          |
| Provision Accounts                          | \$8,640          |
| Funds Received in Advance                   | \$207,991        |
| School Based Programs                       | \$46,613         |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$378,805        |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$9,464          |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$823,522</b> |

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*